

MEMORANDUM

Date: October 1, 2016

To: Natasha Baker, State School Reform/Redesign Officer
State School Reform/Redesign Office

From: Gary Jensen, Chief Executive Officer
East Detroit Public School Group

Subject: Quarterly Report to the State School Reform/Redesign Officer

Overview

Pursuant with Section 2.2 of the [Agreement for Chief Executive Officer Services](#) signed on June 16, 2016, I am required to file quarterly reports with the State School Reform/Redesign Office (SRO), beginning on October 1, 2016 and every three months thereafter. Each report shall include a summary of the actions, progress and data collected and analyzed from the preceding three months. In this, the first quarterly report for the 2015-2016 school year, the information and data that has been collected and analyzed is from July 1, 2016 – September 30, 2016.

Legal/Historical Background

On June 16, 2016, The State School Reform/Redesign Officer issued a notice to the Director and Chief Information Officer of the Michigan Department of Technology, Management, and Budget confirming the February 2, 2016 determination that better educational results would be achieved at several public schools in the East Detroit Public School District (EDPS) if a Chief Executive Officer (CEO) were appointed to take control of the identified schools. Subsequently, an Agreement for Chief Executive Services was executed between the State School Reform/Redesign Officer, the Director and Chief Information Office of the Michigan Department of Technology, Management, and Budget and myself on June 16, 2016.

The statutory authority to execute such an agreement is vested in the State School Reform/Redesign Officer under [Section 1280c\(7\) of the Revised School Code, 1976 PA 451, MCL 380.1280c\(7\)](#), which states:

(7) If the state school reform/redesign officer determines that better educational results are likely to be achieved by appointing a chief executive officer to take control of multiple public schools, the state school reform/redesign officer may make a recommendation to the superintendent of public instruction for appointment of a chief executive officer to take control over those multiple schools. If the superintendent of public instruction appoints a chief executive officer to take control of multiple public schools under this subsection, the chief executive officer shall impose for those public schools implementation of 1 of the 4 school intervention models described in subsection (2) and impose an addendum to each applicable collective bargaining agreement in effect for those public schools as necessary to implement the school intervention model and that meets the requirements of subsection (8). With respect to those public schools, the chief executive officer has all of the same powers and duties that the state school reform/redesign officer has for public schools placed in the state school reform/redesign school district under subsection (6). The chief executive officer shall regularly submit monitoring reports to the state school reform/redesign officer on the implementation and results of the intervention model in the form and manner, and according to a schedule, as determined by the state school

reform/redesign officer. The chief executive officer shall exercise any other powers or duties over the public schools as may be directed by the superintendent of public instruction.

The following narrative has been developed to provide the required report on the implementation and results of the intervention model(s) imposed at the identified schools.

Schools and Intervention Models

Effective June 16, 2016, in the Agreement for Chief Executive Services the State School Reform/Redesign Officer placed the following East Detroit Public Schools under my authority as the CEO:

- Bellview Elementary School
- Pleasantview Elementary School
- Kelly Middle School
- East Detroit High School

As defined in Section 1280c(7) of the Revised School Code, 1976 PA 451, MCL 380.1280c(7), the CEO shall impose for those public schools implementation of 1 of the 4 school intervention models that are provided for the lowest achieving schools under the federal incentive grant program created under sections 14005 and 14006 of title XIV of the American recovery and reinvestment act of 2009, Public Law 111-5, known as the "race to the top" grant program. These models are the turnaround model, restart model, school closure, and transformation model. I have chosen to initially adopt the previously approved Reform Plans submitted by the schools listed above and approved by the State School Reform/Redesign Office. I have reviewed these plans and have not found them substantially deficient in nature, but need to verify that the plans are being utilized in the identified buildings as stated. Rather than exercising my authority to impose a different plan, I have chosen to monitor the implementation of the previously approved plans. Links to each of the plans can be found in the table below:

TABLE 1: Reform Plans and Intervention Models

School Building Name	Reform Plan Intervention Model
Bellview Elementary School	Transformation Model
Pleasantview Elementary School	Transformation Model
Kelly Middle School	Transformation Model
East Detroit High School	Transformation Model

Preliminary Planning

The powers, duties, and authorities vested in the CEO are defined in both Section 1280c(7) of the Revised School Code, 1976 PA 451, MCL 380.1280c(7) and in the Agreement for Chief Executive Services. They include, but are not limited to:

- a) Managing the day-to-day operations of the Priority Schools.
- b) Developing and implementing financially stable budgets for the Priority Schools.
- c) Assuming administrative authority and responsibility for the assignment, reassignment, and evaluation of all personnel.
- d) Submitting monitoring reports to the SRO officer on the student academic results in the form and manner, and according to a schedule, as determined by the SRO officer.

- e) Providing instructional leadership.
- f) Communicating and collaborating with internal and external stakeholders.
- g) Submitting a revised reform plan to the SRO for approval, which includes academic goals and a plan to transition the Priority Schools back to School District operations.
- h) Carrying out all rights and responsibilities that may be specified in an Intervention Agreement executed between the SRO and the School District.

Subsequent to the execution of the Agreement for Chief Executive Services, and following a detailed review of publicly available performance, financial, and organizational data, I created a 90-Day Entry Plan detailing the action steps and defining the goals and objectives that I had set for the first quarter of my contract. These actions would have led to the establishment of the appropriate conditions from which the educational results the State School Reform/Redesign Officer envisioned when placing the Identified Priority Schools under the authority of a CEO . The 90-Day Entry Plan (attached as Appendix A) is characterized by five distinct sections, each complete with specific objectives and time-bound actions. These sections are:

- I. **Planning for entry into the district:** To develop an understanding of the academic and operational structures currently present the four (4) EDPS Schools that have been placed under CEO
- II. **Ensuring Improved Student Outcomes at East Detroit Public Schools:** To collaboratively ensure that academic and organizational structures keep the focus on increasing student achievement for every child and are effective and efficient throughout the entire school district.
- III. **Execution: Learning and Improving EVERYDAY:** To rigorously implement a comprehensive reform plan that prioritizes student outcomes in all aspects of the academic and operational program at the four (4) EDPS schools.
- IV. **Culture:** Develop meaningful and positive relationships with the EDPS community, which includes students, parents, staff, community leaders and members through open, honest communication and responsive action
- V. **Evaluation:** To honestly evaluate the success of this entry plan at the end of 90-days

Court Interference

Unfortunately, less than one month after the State School Reform/Redesign Officer's announcement of my appointment as the CEO over the four East Detroit Public Schools listed above, East Detroit Public Schools initiated legal action that to date has prevented me from entering any of the schools under my appointed authority. Case # 2016-002335-AW, which is currently being heard by Judge Joseph Toia in the Macomb County Circuit Court, placed a Temporary Restraining Order on me July 5, 2016 preventing me from entering any of the East Detroit Public Schools.

This interference has continued despite a court order issued by Judge Toia on July 28, 2016 that granted me immediate access to the four Priority Schools placed under my authority while the pending litigation before the Michigan Court of Claims, Case No. 16-000123 is being resolved.

Judge Toia's July 28, 2016 order did limit my authority in the Priority Schools under my supervision. It included stipulations that I was not to terminate, modify or enter into new contracts without the collaboration of East Detroit Public School Superintendent Ryan McLeod. It also prohibited me from appropriating any State School Aid or other related funds without the collaboration of Mr. McLeod. However, the court order also indicated that, "Jensen and Superintendent McLeod will work

cooperatively on a plan to improve the academic performance of the Priority Schools.” This language, along with access to the facilities would have in turn have allowed me to begin implementation of my 90-Day Entry Plan.

Despite this, and despite my continued efforts to work collaboratively with Superintendent McLeod, as dictated by Judge Toia’s Order, East Detroit Public Schools, and their legal counsel, have continued to bar me from regularly accessing the Priority Schools under my authority. This has prevented me from making large scale progress toward the objectives outlined in my 90-Day Entry Plan. However, this has not prevented me from continuing to review all available information that can be garnered publicly regarding the East Detroit Public School District, and more specifically, the academic progress and history of the schools under my authority. This comprehensive research will be brought to bear when the Temporary Restraining Order is ultimately lifted and I am allowed to exercise the entirety of the power and authority vested in me by Section 1280c(7) of the Revised School Code, 1976 PA 451, MCL 380.1280c(7) through the Agreement for Chief Executive Services.

Self-Evaluation

As indicated in the CEO Operating Procedures Handbook, prior to October 1, 2016, the CEO must complete a Self-Evaluation using the performance Standards and rubric, data about student learning, past progress on district goals (when available), the prior year’s evaluation and rating (when available), and other relevant evidence.

The SRO has chosen to underpin the CEO Evaluation process with the nationally accepted [Professional Standards for Educational Leaders](#). To complete the CEO Self-Evaluation, the CEO must provide a rating from zero (not at all) to four (consistently and effectively) that corresponds to their professional application of 83 individual standards. These standards are grouped under ten larger, more categorical standards, which are:

Standard 1. Mission, Vision, and Core Values: Effective Chief Executive Officers develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Standard 2. Ethics and Professional Norms: Effective Chief Executive Officers act ethically and according to professional norms to promote each student’s academic success and well-being.

Standard 3. Equity and Cultural Responsiveness: Effective Chief Executive Officers strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.

Standard 4. Curriculum, Instruction, and Assessment: Effective Chief Executive Officers develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.

Standard 5. Community of Care and Support for Students: Effective Chief Executive Officers cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Standard 6. Professional Capacity of School Personnel: Effective Chief Executive Officers develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.

Standard 7. Professional Community for Teachers and Staff: Effective Chief Executive Officers foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Standard 8. Meaningful Engagement of Families and Community: Effective Chief Executive Officers engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Standard 9. Operations and Management: Effective Chief Executive Officers manage school operations and resources to promote each student's academic success and well-being.

Standard 10. School Improvement: Effective Chief Executive Officers act as agents of continuous improvement to promote each student's academic success and well-being.

As my appointment was effective June 16, 2016, past progress on district goals, and the prior year's evaluation/rating were not available for this exercise. However, the Standards adopted by the State School Reform/Redesign Office were more than sufficient to promote a comprehensive reflection of my past performance, native values and attributes, and areas for improvement. Through this self-evaluation, I identified the following strengths:

Standard 4g: Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

Standard 5a-f: Community of Care and Support for Students

Standard 6f: Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

Standard 8a-j: Meaningful Engagement of Families and Communities

Standard 10a: Seek to make school more effective for each student, teachers and staff, families, and the community.

Standard 10b: Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.

I also identified the following areas for improvement in completing the CEO Self-Evaluation Rubric:

Standard 1e: Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.

Standard 4d: Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

Standard 6e: Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

Standard 9a-l: Operations and Management

Standard 10f: Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

Considering these identified strengths and growth areas, I have submitted a separate detailed reflection to the State School Reform/Redesign Officer as required by the CEO Evaluation Cycle.

Next Steps

As the legal proceedings explained above have prohibited me from regularly accessing the four East Detroit Public Schools placed under my authority, I have not been able to begin earnest implementation of my 90-Day Entry plan. Therefore, the most poignant and immediate goal that I have established for the 2nd quarter is gain unfettered access to the identified schools and to begin immediate implementation of my 90-Day Entry Plan.

Conclusion

Executing the 90-Day Entry Plan will allow me to develop a first-hand understanding of the academic and operational structures, systems, and successes currently present in the four schools that have been placed under my authority. This knowledge will then allow me to propose several detailed SMART goals to the State School Reform/Redesign Officer that will in turn ensure student learning and academic progress is occurring every day at Bellview Elementary School, Pleasantview Elementary School, Kelly Middle School, and East Detroit High School.

Sincerely,

A handwritten signature in black ink, appearing to read "Gary Jensen", with a long horizontal flourish extending to the right.

Gary Jensen, CEO
East Detroit Public School Group

Appendix A: 90 Day Entry Plan

Entry Plan for Gary Jensen, Chief Executive Officer East Detroit Public School Group

Goals: The goal of this plan is to ensure that student achievement is the focus in East Detroit Public Schools (EDPS). This plan was written under the expectation that EDPS continues to operate, and own the day-to-day activities associated with the schooling of enrolled students. This plan details the action steps that the Chief Executive Officer (CEO) will take to help aid and guide the work that EDPS's schools are working towards best outcomes for all subgroups.

Planning for Entry into District

To develop an understanding of the academic and operational structures currently present in the four (4) EDPS Schools that have been placed under CEO processes.

Objectives:

1. Obtain all necessary information and data to provide the CEO with an understanding of the operational and academic realities for the four (4) CEO Priority Schools and the larger educational culture present in EDPS.
2. Develop a set of academic and operational requirements that can be implemented to ensure a culture that prioritizes learning and student outcomes, as well as identifying existing structures that can be updated to improve student outcomes.

Category	Action	Sponsor	Date Due*	Notes	Status	Date Completed
Plan	Review all information related to EDPS 4 priority schools under CEO control that can be gathered given the present reality	Gary Jensen, SRO Team	9/16/16		Yellow	
Plan	Obtain current reform plans, curriculum, school-based master schedules, course offerings, staff rosters (with assignments), PD plans, school/district improvements plans, and formats for principal meetings/teacher observations to ensure meetings are beneficial for all involved parties and aligned to the district's student achievement goals.	Gary Jensen, Superintendent, Principals	9/16/16	Reviewed weekly	Red	

Category	Action	Sponsor	Date Due*	Notes	Status	Date Completed
Plan	Obtain and review district's financial projections, resource allocation, budgeting processes, contracts, grant applications, and business office policies and assess how the district's budget and operational processes align to support student achievement in the 4 EDPS Priority Schools.	Gary Jensen, Superintendent, Admin team	9/16/16	Reviewed monthly	Red	
Plan	Obtain and Review district safety and crisis plans, set meetings with EDPS Priority Schools to discuss district wide.	Gary Jensen, Superintendent, Admin team	9/16/16	Reviewed Quarterly	Red	
Plan	Revise 90-day entry plan to include due dates structures below.	Gary Jensen, SRO Operations Team	8/31/16		Yellow	
Plan	Draft Academic requirements to establish a culture that prioritizes learning and student outcomes above all other organizational initiatives.	Gary Jensen, SRO Academic Team	9/16/16		Yellow	
Plan	From available information and drafted academic requirements develop concrete list of strategies and initiatives that will allow for the implementation of the academic vision.	Gary Jensen, SRO Academic Team	9/16/16		Red	
Plan	Draft operational requirements to establish a culture that prioritizes learning and student outcomes above all other organizational initiatives.	Gary Jensen, SRO Operations Team	9/16/16		Yellow	
Plan	From available information and drafted academic requirements develop concrete list of policies and procedures that will allow for the implementation of the operational vision.	Gary Jensen, SRO Operations Team	9/16/16		Red	

Category	Action	Sponsor	Date Due*	Notes	Status	Date Completed
Plan	Review achievement data and develop exemplar interventional rosters/academic plans for each Priority School.	Gary Jensen, EDPS Principals, SRO Academic Team	9/23/16		Red	
Plan	Develop agenda and work plan for August 8, 2016 meeting with EDPS Stakeholders.	Gary Jensen, SRO Team	8/4/16		Green	
Plan	Host an introductory meeting with the Board of Education President and VP along with EDPS Admin teams to fully understand the current status of student assessment scores, areas of hope and areas of challenges so that all members are seeing the same hopes and challenges within the 4 EDPS Priority Schools.	Gary Jensen, President and VP of Board of Education, EDPS Admin team	9/22/16		Yellow	
Plan	Establish regular meeting times with the Board members, Superintendents, Principal, Teacher Leadership Teams, and District Excellence team for reviewing plan and actions that are taking place.	Gary Jensen, President and VP of Board of Education	9/16/16	See CEO Meeting Frequency Schedule	Yellow	
Plan	Establish clear, concise, ANNUAL SMART goals for student achievement at each of the 4 CEO schools.	Gary Jensen, EDPS Administration, SRO Data team	9/16/16	Shared at first 1-on-1	Yellow	

Ensuring Improved Student Outcomes at East Detroit Public Schools

To collaboratively ensure that academic and organizational structures keep the focus on increasing student achievement for every child and are effective and efficient throughout the entire school district.

Objectives:

1. Establish the Superintendent and CEO as a cohesive leadership team focused on improving the achievement of all students and committed to effective and efficient organizational operations.
2. Build leadership capacity throughout the 4 CEO Schools in order to ensure that all have a voice in district initiatives and decisions. Building leadership capacity ensures the district of continued capacity when leaders change throughout the years.
3. Examine academic and organizational structures and collaboratively evaluate whether to consolidate or streamline functions and/or positions in order to increase and maximize service and support for schools based on available resources.
4. Create a collaborative plan that ensures success of all student subgroups and possibly reiterates the need for some change in day to day activities. Working together to achieve success of all student subgroups will lead to the overall improvement of the district and the students it serves.

Category	Action	Sponsor	Date Due*	Notes	Status	Date Completed
Preparation	Engage in 1on1 meetings with individual EDPS Board Members/Superintendent/Principals to deepen relationships and broaden perspectives to occur on a regular basis.	Gary Jensen	9/29/16	See CEO Meeting Frequency Schedule	Red	
Preparation	Share Entry Plan with Board leadership and individual board members use as discussion document to facilitate discussion around collaboration and common goals.	Gary Jensen	9/29/16	Shared at first 1-on-1	Yellow	

Category	Action	Sponsor	Date Due*	Notes	Status	Date Completed
Preparation	Review the current role of the district leadership team (District Excellence Team), if one exists, and/or explore the feasibility of creating a district leadership team with the task of quarterly reviewing district priorities and the impact on student achievement outcomes.	Gary Jensen, Superintendent, District Excellence Team	10/31/16	See CEO Meeting Frequency Schedule	Red	
Preparation	Review student achievement data and other pertinent data for all student populations with stakeholders at check-ins, including, but not limited to Mischooldata.org, RTI data, graduation/dropout data, discipline data, attendance data, etc. to determine current state of teaching and learning across the 4 EDPS Priority Schools.	Gary Jensen, Superintendent, EDPS educators, Macomb ISD	9/16/16	See CEO Meeting Frequency Schedule	Red	
Preparation	Review current reform plans, curriculum, school-based master schedules, course offerings, staff rosters (with assignments), professional develop plans, school/district improvements plans, and formats for principal meetings/teacher observations to ensure meetings are beneficial for all involved parties and aligned to the district's student achievement goals with EDPS Superintendent and district leadership. Revise and prepare for execution.	Gary Jensen, Superintendent, Principals	9/16/16	See CEO Meeting Frequency Schedule	Red	

Category	Action	Sponsor	Date Due*	Notes	Status	Date Completed
Preparation	Review district-wide literacy initiatives and determine the most appropriate methodology to determine reading levels of all students and aggressively identify struggling readers and to provide tools to get those interventions moving immediately.	Gary Jensen, EDPS team, Macomb ISD	9/16/16	Teacher Leadership Team/District Excellence Team - Ongoing meetings per CEO Meeting Frequency schedule	Red	
Preparation	Conduct learning walks throughout the 4 EDPS Priority Schools in the summer months as well as throughout the school year to understand fully what the Priority buildings are facing and how teaching staff is working on a daily basis.	Gary Jensen with EDPS team when they can be assisting	6/1/17		Red	
Preparation	Obtain an inventory of all supplies and materials in the 4 CEO schools.	Gary Jensen, EDPS Operational Staff, SRO Operations Team	9/16/16		Red	
Preparation	Meet with District Leadership team to discuss and review observation protocol and history to then engage in initial observations of all instructional and non-instructional staff in EDPS Priority Schools.	Gary Jensen with EDPS team when they can be assisting	9/30/16	See CEO Meeting Frequency Schedule	Red	
Preparation	Review EDPS's student growth based-performance evaluation for all staff.	Gary Jensen, Board of Education and Superintendent	9/23/16		Red	

Category	Action	Sponsor	Date Due*	Notes	Status	Date Completed
Preparation	Review and discuss objectives and progress of Priority Schools reform plans to determine success of plan throughout the 4 EDPS Priority Schools.	Gary Jensen, Superintendent, EDPS educators, Macomb ISD	9/23/16		Red	
Preparation	Establish District Excellence Team: Team of EDPS educators and Macomb ISD staff members to establish the work of the group to move forward with student achievement.	Gary Jensen, EDPS educators, Macomb ISD	9/23/16		Red	
Preparation	Meet with the leadership of employee unions to listen and learn about areas of concern and possible solutions and to discuss critical issues facing the 4 EDPS Priority Schools. Establish a routine communication protocol with this group.	Gary Jensen, Superintendent, Leadership of employee unions	9/22/16		Red	

Execution: Learning and Improving EVERYDAY

To rigorously implement a comprehensive reform plan that prioritizes student outcomes in all aspects of the academic and operational program at the four (4) EDPS schools.

Objectives:

1. Analyze patterns in student achievement data and the gap in achievement between various student populations in order to determine an accelerated and appropriate course of action for the improvement of teaching and learning and the elimination of the achievement gap.
2. Execute academic and operational plans.
3. Monitor implementation ensuring that student outcomes are the primarily and overarching focus of all actions, decisions and initiatives.

Category	Action	Sponsor	Date Due*	Notes	Status	Date Completed
Execution	Establish clear, concise, INTERIM SMART goals for student achievement at each of the 4 CEO schools. These goals will be used to plot and track progress throughout the school year. Data collected related to these INTERIM SMART goals will be used to evaluate and revise the interventions and support systems as needed.	Gary Jensen, Superintendent, EDPS educators	9/23/16	Shared at first 1-on-1	Yellow	
Execution	Meet Quarterly with District Excellence Team to review and recommend future work plans and initiatives from Teacher Leadership Teams.		6/1/17		Red	

Category	Action	Sponsor	Date Due*	Notes	Status	Date Completed
Execution	Review and work with Superintendent and EDPS educator's aspects of academics throughout the district including leading, supervising and evaluating all involved to ensure optimum leadership and student achievement success is occurring in each school, in addition to ensuring alignment between each of the school offices and Superintendent office.	Gary Jensen, Superintendent, EDPS educators, Macomb ISD	9/16/16	See CEO Meeting Frequency Schedule	Red	
Execution	Continually evaluate the Priority School progress related to the reform plan and students' academic success to ensure that EDPS is meeting the needs of all its diverse learners; including reviewing and evaluating how discipline procedures are followed throughout the district.	Gary Jensen, Superintendent, EDPS educators	9/30/16	See CEO Meeting Frequency Schedule - See PERIS reporting requirements and interim SMART goals	Red	
Execution	Regularly meet with administrative team and teachers to develop a complete understanding of their perception of the quality and accessibility to student achievement data and the level of support offered by the school district. Work to ensure that all data is available to staff as needed.	Gary Jensen, Superintendent, EDPS Principals, EDPS Teachers, Macomb ISD	9/30/16	Teacher Leadership Team/District Excellence Team - Ongoing meetings per CEO Meeting Frequency schedule	Red	

Category	Action	Sponsor	Date Due*	Notes	Status	Date Completed
Execution	Meet with students in EDPS Priority Schools to listen and learn about their perceptions of the quality relationships and access to academics in their schools. Meet with students to determine what could be done immediately to earn some small wins within the High School and Middle School specifically speaking to climate change.	Gary Jensen, EDPS Students (HS/MS specifically first)	9/30/16	See CEO Meeting Frequency Schedule	Red	
Execution	Execute Professional Develop Plans collaboratively with Superintendent and EDPS educators and Macomb ISD to ensure that teacher and support staff professional development effectively prepares all stakeholders to facilitate student academic success.	Gary Jensen, EDPS team, Macomb ISD	6/1/17	Teacher Leadership Team/District Excellence Team - Ongoing meetings per CEO Meeting Frequency schedule	Red	
Execution	Evaluate and adjust current Priority School literacy initiatives so that the most appropriate methodology to determine reading levels of all students and aggressively identify struggling readers and to provide tools to get those interventions moving immediately.	Gary Jensen, EDPS team, Macomb ISD	10/31/16	Teacher Leadership Team/District Excellence Team - Ongoing meetings per CEO Meeting Frequency schedule	Red	

Category	Action	Sponsor	Date Due*	Notes	Status	Date Completed
Execution	Review the processes used to regularly monitor the effectiveness of the academic programs, materials, curriculum, etc.	Gary Jensen, EDPS team, Macomb ISD	10/31/16	Superintendent/Principal/Teacher Leadership Team/District Excellence Team - Ongoing meetings per CEO Meeting Frequency schedule	Red	
Execution	Review, evaluate and revise current school improvement plans and the execution processes to ensure alignment between all involved and outcomes that are beneficial for students in the district. Current student achievement vs. goals for students and buildings and actual alignment to plan and what is happening on a daily basis to reach those goals.	Gary Jensen, EDPS team, Macomb ISD	10/31/16	Superintendent/Principal/Teacher Leadership Team/District Excellence Team - Ongoing meetings per CEO Meeting Frequency schedule	Red	
Execution	Meet regularly with parent organizations for initial listening and learning sessions to discover what is positive with their students and schools. Establish routine meetings and communications with these organizations.	Gary Jensen, EDPS Admin Team, SRO	10/31/16	Ongoing per CEO Meeting Frequency Schedule - the week after EDPS Board Meeting	Red	

Culture

Develop meaningful and positive relationships with the EDPS community, which includes students, parents, staff, community leaders and members through open, honest communication and responsive action.

Objectives:

1. Establish positive relationships with all EDPS students, teachers, staff, principals, district leadership, Board of Education members, employee unions, community leaders, political organizations and media outlets to drive district success in meeting established goals and objectives.
2. Communicate an understanding and ownership of the district's Vision, Mission and Beliefs as an organization dedicated to providing the best possible education for every child.

Category	Action	Sponsor	Date Due*	Notes	Status	Date Completed
Culture	Build a sense of team internally. Create systems/processes that enable interdepartmental collaboration and expect inter-department accountability. This will also flow into student interactions upon school year beginning.	Gary Jensen, EDPS team	6/1/17	Ongoing	Red	
Culture	Create and administer an individual survey for students, teachers, parents, principals to assess CEO work, Central Office support as well as ISD support of school functions and operations.	Gary Jensen, SRO	9/30/16	Ongoing	Red	
Culture	Create and publish monthly parent/community communications bulletin that reviews interim student data and celebrates CEO School Success.	Gary Jensen, SRO	10/31/16	Ongoing	Red	
Culture	Evaluate the current state of building and department communications to stakeholders in district.	Gary Jensen, SRO	9/30/16		Red	

Category	Action	Sponsor	Date Due*	Notes	Status	Date Completed
Culture	Record a video message, produced by EDPS High School students, to craft a positive message to all members of East Detroit Public Schools and be sent to the local media outlets, FB page, and Twitter account of EDPS CEO.	Gary Jensen, EDPS HS Students	10/31/16		Red	
Culture	Schedule as many student meetings as possible to get student perspectives and input on all aspects of educational programming at 4 CEO EDPS Schools.	Gary Jensen	6/1/17		Red	
Culture	Attend school and community functions, including co-curricular and extra-curricular events.	Gary Jensen	Ongoing	Ongoing	Red	

Key Questions for ALL Stakeholders will include:

1. What are the strengths of Bellview, Pleasantview, Kelly Middle School and East Detroit High School?
2. What are the areas needing immediate improvement for Bellview, Pleasantview, Kelly Middle School and East Detroit High School?
3. As the budget remains a challenge, what are the priorities of the district as you see from your standpoint?
4. What will it take to make Bellview, Pleasantview, Kelly Middle School and East Detroit High Schools the best schools in the County?

Evaluation

To honestly evaluate the success of this entry plan at the end of 90-days

1. Near the end of the first ninety days, the new CEO will have learned a great deal about EDPS through the work of the Superintendent and his teams, as well as the multiple meetings with key stakeholders of EDPS. The internal and external stakeholders will receive updates regarding our progress work with the CEO in place on a monthly basis through a number of communication outlets.
2. The CEO-Board of Education-Superintendent team will be able to work together to ensure that EDPS strengthens its commitment to a positive, productive culture with a laser-like focus on improving student achievement using the plans put in place by the CEO-Superintendent-Principal-Teacher-Parent-Student teams!
3. We will strive to be the best school district in many ways, but will measure our growth through our actionable data that is taken from the work with our students at EDPS!

Category	Action	Sponsor	Date Due*	Notes	Status	Date Completed
Evaluation	Use pre/post-test achievement data; along with survey results to evaluate the effectiveness of this entry and process of plan.	Gary Jensen, Superintendent, Building Principals, Macomb ISD	Ongoing 6/1/17	End of plan evaluation	Red	

*Dates for completion of the Entry Plan will be adjusted per the resolution of the litigation referenced above.